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The effects of repetition on incidental vocabulary learning [Recurso electrónico] : a meta-analysis of correlational studies / Takumi Uchihara, Stuart Webb, Akifumi Yanagisawa

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 591-597

This meta-analysis aimed to clarify the complex relationship between repetition and second language (L2) incidental vocabulary learning by meta-analyzing primary studies reporting correlation coefficients between the number of encounters and vocabulary learning. We synthesized and quantitatively analyzed 45 effect sizes from 26 studies ($N = 1,918$) to calculate the mean effect size of the frequency-learning relationship and to explore the extent to which 10 empirically motivated variables moderate this relationship. Results showed that there was a medium effect ($r = .34$) of repetition on incidental vocabulary learning. Subsequent moderator analyses revealed that variability in the size of repetition effects across studies was explained by learner variables (age, vocabulary knowledge), treatment variables (spaced learning, visual support, engagement, range in number of encounters), and methodological differences (nonword use, forewarning of an upcoming comprehension test, vocabulary test format). Based on the findings, we suggest future directions for L2 incidental vocabulary learning research.

Language learning. -- 2019 (September), v. 69, n. 3, p. 559-599

1. Frequency 2. Incidental 3. Meta-analysis 4. Vocabulary learning 5. Statistical learning

2

Effects of second language pronunciation teaching revisited [Recurso electrónico] : a proposed measurement framework and meta-analysis / Kazuya Saito, Luke Plonsky

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 698-706

We propose a new framework for conceptualizing measures of instructed second language (L2) pronunciation performance according to three sets of parameters: (a) the constructs (focused on global vs. specific aspects of pronunciation), (b) the scoring method (human raters vs. acoustic analyses), and (c) the type of knowledge elicited (controlled vs. spontaneous). Adopting this model (Framework for L2 Pronunciation Measurement) as a synthetic tool, we coded the instruments found in 77 studies of L2 pronunciation teaching published between 1982 and 2017. We calculated the frequency of each measurement type and reexamined the interaction of instructional effectiveness and measurement within the sample. According to the results, instruction is most effective when it targets learners' monitored production of specific segmental or suprasegmental features. The efficacy of instruction remains relatively unclear when gains are measured globally via subjective, human judgments, especially at a spontaneous level.

Language learning. -- 2019 (September), v. 69, n. 3, p. 652-708

1. Instructed SLA 2. Meta-analysis 3. Pronunciation 4. Pronunciation teaching 5. Research synthesis 6. Second language

3

Gestures and words in naming [Recurso electrónico] : evidence from crosslinguistic and crosscultural comparison / Allegra Cattani ... [et al.]

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 740-744

We report on an analysis of spontaneous gesture production in 2-year-old children who come from three countries (Italy, United Kingdom, Australia) and who speak two languages (Italian, English), in an attempt to tease apart the influence of language and culture when comparing children from different cultural and linguistic environments. Eighty-seven monolingual children aged 24-30 months completed an experimental task measuring

their comprehension and production of nouns and predicates. The Italian children scored significantly higher than the other groups on all lexical measures. With regard to gestures, British children produced significantly fewer pointing and speech combinations compared to Italian and Australian children, who did not differ from each other. In contrast, Italian children produced significantly more representational gestures than the other two groups. We conclude that spoken language development is primarily influenced by the input language over gesture production, whereas the combination of cultural and language environments affects gesture production.

Language learning. -- 2019 (September), v. 69, n. 3, p. 709-746

1. Crosscultural 2. Crosslinguistic 3. Language development 4. Lexicon 5. Pointing gesture 6. Representational gesture

4

How individual differences affect learning of translation-ambiguous vocabulary [Recurso electrónico] / Tamar Degani, Miri Goldberg

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 642-649

This study examined interactions of word and learner characteristics during foreign vocabulary learning, focusing on translation ambiguity and individual differences in cognitive resources and linguistic background (language proficiency, multilingual experience). Fifty-three native Hebrew speakers and Russian-Hebrew multilinguals learned the phonological form of target Arabic words along with their Hebrew translations and definitions. The mapping could be translation ambiguous, with a single Hebrew word translated into two Arabic words (one-to-many) or translation unambiguous (one-to-one mapping). Results from translation production and meaning recognition tests revealed that translation-ambiguous words were more difficult to learn than translation-unambiguous words. This disadvantage did not dissipate with time, and learners' phonological short-term memory was associated with increased translation ambiguity costs. Learners' proficiency in the language through which learning took place (Hebrew), but not degree of multilingualism, modulated learning. Findings underscore the importance of item and learner interactions, clarifying the multilingualism effect in novel language learning.

Language learning. -- 2019 (September), v. 69, n. 3, p. 600-651

1. Multilingualism 2. Phonological memory 3. Second language 4. Translation ambiguity 5. Vocabulary learning

5

The impact of instruction and out-of-school exposure to foreign language input on learners' vocabulary knowledge in two languages [Recurso electrónico] / Elke Peters ... [et al.]

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 776-780

This cross-sectional study investigated the impact of length of instruction, out-of-school exposure to foreign language input, and gender on learners' receptive vocabulary knowledge in two foreign languages: French (first foreign language) and English (second foreign language). The findings suggest that, although length of instruction correlated positively with vocabulary knowledge in English and French, the gains remained modest when out-of-school exposure to the foreign language input was limited. Despite few years of English instruction, participants' vocabulary knowledge in English was considerably larger than their French vocabulary knowledge, which can be explained by their large amounts of out-of-school exposure to English language input. Participants' online activities in particular had a positive effect on their vocabulary knowledge in English. Although gender influenced participants' engagement with online activities in English, gender did not have a direct effect on their vocabulary knowledge, as the structural equation modeling analysis showed.

Language learning. -- 2019 (September), v. 69, n. 3, p. 747-782

1. English 2. Exposure 3. Extramural english 4. French 5. Out-of-school contact 6. Out-of-school exposure 7. Second language 8. Vocabulary

6

Statistical regularities affect the perception of second language speech [Recurso electrónico] : evidence from adult classroom learners of mandarin chinese / Seth Wiener, Chao-Yang Lee, Liang Tao

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 549-556

This study investigated how adult second language (L2) learners of Mandarin Chinese use knowledge of phonological and lexical statistical regularities when acoustic information is insufficient for word recognition. A gating task was used to test intermediate L2 learners at two time points across a semester of classroom learning. Native Mandarin speakers (tested once) served as a control group. Mixed-effects modeling revealed that upon hearing truncated speech, L2 learners, like native speakers, identified high token frequency syllable-tone combinations more accurately than low token frequency syllable-tone combinations. Error analysis of correct syllable/incorrect tone responses revealed that native speakers made specific probability-based errors. L2 learners primarily demonstrated more acoustic-based errors but exhibited a trend toward greater probability-based errors during the second test. These findings are interpreted in light of L2 speech learning models that emphasize a statistical learning mechanism.

Language learning. -- 2019 (September), v. 69, n. 3, p. 527-558

1. Gating task 2. Lexical tone 3. Mandarin Chinese 4. Speech perception 5. Statistical learning
